

STANDARD IX: *School Guidance Curriculum.* The program delivers a developmental and sequential guidance curriculum in harmony with content standards identified in the Utah Model for CCGP. The guidance curriculum is prioritized according to the results of the school needs assessment process.

Levels of Performance

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.

Review Team – Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Curriculum Content	<input type="checkbox"/> Counselors have used needs data collection and analysis school improvement plan goals to prioritize strategies and interventions within the CCGP. <input type="checkbox"/> Evidence is provided that the guidance curriculum is in harmony with the CCGP Student Outcomes identified in the Utah Model and is supportive of school improvement goals. <input type="checkbox"/> Counselors have developed or implemented a guidance curriculum to meet content standards not covered by classroom teachers. The curriculum supports school improvement plans. <input type="checkbox"/> A wide range of specific orientation activities are provided for diverse students regarding school function, education values, and expectations in an effort to maximize student achievement, good behavior, and attendance.	<input type="checkbox"/> Counselors have used needs data collection and analysis to prioritize strategies and interventions within the CCGP. <input type="checkbox"/> Evidence is provided that the guidance curriculum is in harmony with the CCGP Student Outcomes identified in the Utah Model. <input type="checkbox"/> Counselors have developed or implemented a guidance curriculum to meet content standards not covered by classroom teachers. <input type="checkbox"/> Many specific orientation activities are provided for diverse students regarding school function, education values, and expectations in an effort to maximize student achievement, good behavior, and attendance.
Curriculum Delivery	<input type="checkbox"/> Counselors are actively involved in teaching the curriculum that supports school improvement goals. <input type="checkbox"/> Counselors collaborate with teachers to infuse and improve a guidance curriculum content consistent with school improvement goals. <input type="checkbox"/> Counselors implement varying instructional strategies and learning styles to meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students, recognizing that there are different cognitive styles within racial/ethnic/cultural groups. <input type="checkbox"/> Counselors have also collaborated with teachers on instructional styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students learning to maximize achievement.	<input type="checkbox"/> Counselors are actively involved in teaching the guidance curriculum. <input type="checkbox"/> All teachers have been surveyed to determine which of the identified competencies they are teaching. Results are compiled and used to determine what curriculum will be taught by counselors. <input type="checkbox"/> Counselors implement varying instructional strategies and learning styles to meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students, recognizing that there are different cognitive styles within racial/ethnic/cultural groups. <input type="checkbox"/> Counselors have also collaborated with teachers on instructional styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students learning to maximize achievement.

School CCGP Team – Circle the boxes for level of self-evaluation and provide information as required on other standards on page 40.

Overall rating for this standard:					4	3	2	1	0
Levels of Performance									
2 Limited development and/or partial implementation			1 Low level of development and implementation			0 No evidence of development or implementation			
<input type="checkbox"/> Results of the needs data collection are not used to prioritize program content. <input type="checkbox"/> Subject matter is chosen without reference to CCGP student outcomes. <input type="checkbox"/> Counselors have begun to develop or implement a guidance curriculum to meet content standards not covered by classroom teachers. <input type="checkbox"/> Some specific orientation activities are provided for diverse students regarding school function, education values and expectations in an effort to maximize student achievement, good behavior and attendance.			<input type="checkbox"/> Results of the needs data collection are not used to prioritize program content. <input type="checkbox"/> Subject matter is chosen without reference to CCGP student outcomes. <input type="checkbox"/> Counselors have identified the guidance curriculum to meet content standards not covered by classroom teachers. <input type="checkbox"/> Occasional specific orientation activities are provided for diverse students regarding school function, education values and expectations in an effort to maximize student achievement, good behavior and attendance.			<input type="checkbox"/> No curriculum content has been identified. <input type="checkbox"/> Subject matter is chosen without reference to CCGP student outcomes. <input type="checkbox"/> Counselors have not developed or implemented a guidance curriculum to meet content standards not covered by classroom teachers. <input type="checkbox"/> No specific orientation activities are provided for diverse students regarding school function, education values and expectations in an effort to maximize student achievement, good behavior and attendance.			
<input type="checkbox"/> Counselors teach or provide the guidance curriculum only upon request. <input type="checkbox"/> Some data is gathered from the faculty to determine which CCGP student outcomes have been included in the classroom. <input type="checkbox"/> Counselors are beginning to identify instructional strategies to meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> Counselors have begun to collaborate with teachers on instruction styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students' learning styles to maximize achievement.			<input type="checkbox"/> Counselors are involved in the classroom only to deliver registration materials and to make SEOP appointments. <input type="checkbox"/> No data is gathered from the faculty to determine which CCGP student outcomes have been included in the classroom. <input type="checkbox"/> Counselors are aware of the need to identify instructional strategies to meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> Counselors are aware of the need to collaborate with teachers on instruction styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students' learning styles to maximize achievement.			<input type="checkbox"/> Counselors are not involved in any classroom presentations. <input type="checkbox"/> There is no attempt to contact teachers regarding CCGP student outcomes taught in the classroom. <input type="checkbox"/> Counselors are not aware of instructional strategies to help meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> Counselors are unaware of the need to collaborate with teachers on instruction styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students' learning styles to maximize achievement.			

Review Team – Check the boxes that indicate your evaluation of the program's level of performance and provide information as required on other standards on page 41.